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## **FINAL REPORT**

### **SMART PROGRAM EXPANSION**

#### **GRANT NUMBER**

**#94-IJ-CX-0059**

**Submitted to:**

**National Institute of Justice  
U.S. Department of Justice  
Washington, DC 20531**

**Prepared for:**

**National Institute of Justice  
U.S. Department of Justice**

**Prepared by:**

**Robert W. Long  
National Director - SMART Program  
Activities October 1, 1994 - November 30, 1995**

**August 12, 1996**

## INTRODUCTION

This final report is meant to provide readers a thorough, but general history of the evolution and development of the School Management and Resource Teams (SMART) Program. The SMART Program has been a thirteen year interdepartmental initiative to help create safe, drug free schools. Between 1983 and 1991 considerable time, effort and federal dollars were devoted to developing the SMART Program. With completion of the research and program development phase, efforts since 1991 have been directed at program implementation in school districts across the country. Participation in the SMART Program is entirely voluntary. SMART is a process rather than a project and assumes the basic competency of teachers and administrators to solve their own local problems, but challenges the assumption that they are able to identify their needs.

The two principal thrusts of SMART are:

1. redefining and creating new policies and procedures to deal with discipline problems;
2. using aggregated data about unwanted student behavior to plan the prevention or reduction of recurring incidents.

The process approach to the first thrust involves local school districts submitting all policies and procedures related to discipline for review. When this review is completed, a district team (with assistance from the National Director of the SMART Program) develops new policies/procedures that define law and discipline violations and adapts new codes and sanctions.

The core of the process approach to the second thrust is a computerized Incident Profile System. This process involves recording key information about incidents, students and teachers into the school district's computer system. The data once displayed in specially designed output charts is used by school teams to develop and monitor effective strategies to address identified problems. Specific problems identified by the team become the focus of activities for the school, district and outside agencies.

## SECTION ONE

### I. CONTEXT FOR THE PROGRAM

#### A. National Education Goals

Recognizing the continuing trends in violence, NIJ has developed an initiative on school-based crime that includes research, evaluation, and development projects. The sixth National Education Goal states, "By the year 2000, every school in American will be free of drugs and violence and will offer a disciplined environment conducive to learning." A disciplined environment has been a cherished goal of educators even before the problem of drugs and violence disrupted schools. The key here is to create an atmosphere in which students and teachers are engaged in learning and where misbehavior is dealt with quickly, firmly, and fairly.

#### B. Field Test/Program Plan Results

Three Task Force reports launched the Safer Schools-Better Students Program, later renamed the School Management and Resource Teams (SMART) Program, within the National Institute of Justice. These reports and their relevant findings ;

1981 *Attorney General's Task Force on Violent Crime* recommends that the Attorney General:

- \*Exercise leadership
- \*Build National consensus that crime, violence, and drug abuse have no rightful place in school
- \*Ensure vigorous law enforcement when conditions warrant

1982 *President's Task Force on Victims of Crime* recommended:

- \*Prompt reporting of school-based crimes
- \*Providing support and educational services to student victims

1983 *Commission on Excellence in Education* recommends:

- \*Codification and consistent enforcement of rules and student conduct
- \*Channeling chronically disruptive students into alternative programs

As a result of the 1981 report, NIJ commissioned a literature review that was designed to build upon two previous reviews (*The Unruly School: Disorders, Disruptions, and Crime in American Schools from 1950 to 1975* by Robert J. Rubel, and *Juvenile Crime Causes*, and the *Public School: As Assessment of Existing Research* by Thomas Halatyn and Robert J. Rubel).

**From the literature review, a model began to unfold. The model called for:**

- 1. a strict recording of all law violations and some discipline violations;**
- 2. developing teams comprised of students, parents, non-certified staff, teachers and administrators to analyze the patterns of those events;**
- 3. use of those teams then to formulate rigorous plans for addressing problems exposed by the data collection and analysis process; and**
- 4. the formation of an interagency working group comprised of agency heads from the police, schools, courts, probation, and child welfare agencies whose purpose was to prepare and execute a "memorandum of understanding" that would delineate areas of cooperation and coordination.**

**The National Institute of Justice School Crime Program, the SMART Program, focused on the reduction of crime and discipline problems in schools. The general purpose of the field test were twofold, first to identify, through research, key elements and objectives of the program to address a specific problem and second, to design and implement the program in selected site communities, evaluate the results and, as appropriate, refine the program design.**

**During the the 1983-85 school years, the field test was conducted in three school districts - Anaheim, CA, Rockford, IL, and Jacksonville, FL - where disciplinary problems were of primary concern. A total of forty four schools participated in this initial phase, with strong support at the school and community levels. In 1985, in response to a request by Robert W. Long, Assistant Superintendent of the Division of Administrative Services, the National Institute of Justice expanded field testing of the SMART Program to include the 33 secondary schools in the Milwaukee Public Schools. This was an important step in the development of the SMART Program since Milwaukee represented a large urban district experiencing more serious problems.**

**In the summer of 1989, Mr. Long was awarded a visiting fellowship grant by the National Institute of Justice to guide and develop a plan for SMART Program implementation. The specific work proposed for the Fellowship period called for:**

- 1. evaluating program content and prepared materials;**
- 2. determining the appropriateness of materials for school districts;**
- 3. reporting findings;**
- 4. preparing recommendations for program improvement and implementation;**
- 5. assisting in developing program modifications during program implementation.**

The evidence generated in field work provided documentation on SMART Program accomplishments and its acceptance by school districts. The field research indicated that the following school level factors produce safe, disciplined educational settings:

1. an understanding of the need to collect and maintain accurate records of behavior problems;
2. strong, effective principal leadership;
3. promotion of participatory management
4. establishment of clear behavior codes that are enforceable;
5. consistent program implementation;
6. development of a positive, supportive school climate; and
7. development and analysis of plans to reduce identified incidents.

## **II. Goals, Objectives and Outcomes**

### **A. Goals**

The goal is to expand the program to as many large and small school districts across the country by the year 2000 as possible. The specific program goals are:

1. To develop plans and procedures for implementing the SMART Program in seven expansion school districts;
2. To identify at least six new school districts for program participation;
3. To continue ongoing contact, support and in-service to existing program sites in all aspects of program implementation;
4. To communicate innovative Resource Center approaches to using IPS data to other program sites;
5. To monitor the Resource Center activities in Anaheim and Norfolk;
6. To provide the following services in school districts implementing the SMART Program:
  - a. Conduct Safety Audits which include a self-audit and revision of "Rights and Responsibility Handbook";
  - b. Establish an Incident Profiling System;
  - c. In-service district and school staff on all components of the SMART Program and use of school-generated incident data to improve school safety and maintain drug free schools;
  - d. Provide SMART Program Guides to districts and train them in appropriate use; and
  - e. Provide resource persons to assist school district personnel in implementing the program.

## **B. Objectives**

- 1. To enable local secondary school administrators and school district officials to distinguish between, and systematically record, disciplinary infractions and crime;**
- 2. To provide for the development, training and support of local school resource teams, which focus on prevention strategies to address specific discipline and crime problems; and,**
- 3. To promote coordination and cooperation between education, criminal justice and social service professionals, with emphasis on solving problems of mutual interest involving at-risk-youth, such as truancy and drop-out prevention, vandalism, drug abuse and weapons.**

## **C. Outcomes**

- 1. Partnerships and cooperation between education, law enforcement and related community services**
- 2. Strengthened school board policies**
- 3. Procedures that safeguard student rights, protect victims and ensure due process considerations**
- 4. Reductions in specific crime and disciplinary problems; and**
- 5. Written agreements between the schools, law enforcement and social service agencies to concentrate efforts on specific problems**
- 6. Reduction in discipline, crime, and drug problems**
- 7. Consistency in the collection of discipline data and dispositions**
- 8. Objective data to monitor and identify the nature and extent of behavior problems**
- 9. Shared responsibility for discipline**
- 10. Development of innovative solutions to problems**
- 11. Ability to precisely identify problems and target specific remedies**
- 12. Improved and concise school safety policies and procedures**
- 13. Accurate behavioral data for student/parent conferences**

## **III. Program Elements**

### **A. Commitment**

- 1. The school board members, superintendent and principals must support the program and make program implementation a high priority.**

2. A district administrator is appointed to coordinate and monitor program implementation.
3. Information systems personnel are assigned to coordinate and monitor IPS development.
4. Computer hardware and software must be available at school sites.

#### **B. District Safety Self-Audit**

The Program Director and district staff review the completed safety audit and discuss district options for developing an Incident Profile System (IPS). In addition, the school district receives assistance to:

1. Change Board policies to differentiate law from discipline violations.
2. Define all law and discipline violation terms.
3. Modify student discipline codes.
4. Strengthen policies for WEAPONS and DRUG violations.
5. Review Board expulsion policies.
6. Establish and implement a uniform disposition range for all behavior problems.
7. Establish uniform procedures for involving district staff and outside agencies (police, etc.) in school behavior problems.

#### **C. Incident Profiling System**

Computerized collection of behavior data with software to print output charts.

#### **D. SMART Teams**

The SMART Program utilizes three levels of teams to developed and implement plans.

1. **SCHOOL TEAMS** - School SMART Teams are composed of teachers representing faculty philosophy, grade or subject areas, race and gender. Members should also include representatives from non-certified staff, security personnel and, where appropriate, parents and students. Team size should be limited to between six and fifteen members. Responsibilities include:
  - a. Identifying trends and monitoring patterns of disruptive behavior through the use of monthly incident reports.
  - b. Developing and monitoring school drug plans.
  - c. Recommending in-service and support staff needs.
  - d. Preparing intervention action plans with specific strategies designed to alleviate disruptive behavior.
  - e. Identifying inconsistencies in application of various discipline policies and procedures.



2. **DISTRICT TEAMS** - District Level SMART Teams are composed of between six and ten key leadership staff members. Responsibilities include:
  - a. Ensuring that all program components are functioning correctly.
  - b. Supporting school SMART plans.
  - c. Providing school SMART Teams with appropriate in-service activities.
  - d. Coordinating interagency efforts.
3. **INTERAGENCY TEAMS** - Interagency Teams are formed to cooperatively support and supplement the actions of school and district teams. Interagency Teams are composed of key school officials and representatives from the police department, juvenile court system, district attorney's office, health and human services and other youth-serving agencies. Together they coordinate responses to youth behaviors adversely affecting the learning environment in schools and:
  - a. Identify problems of mutual concern.
  - b. Develop coordinated action agendas.
  - c. Implement intervention strategies.
  - d. Evaluate the effectiveness of cooperative efforts.

#### IV. SMART Program Implementation

The SMART Program is implemented in two phases. Phase I includes initial activities that are required before the SMART Program can be put into operation. The Incident Profile System (IPS) is developed and contains data on school disruption patterns. Phase II activities focus on data interpretation and intervention planning through in-service workshops.

##### A. Phase I

Phase I begins with a District Safety Self-Audit. The National Program Director analyzes and reviews the completed safety audits with district personnel to determine IPS options. Definitions and legal descriptions for law violation incidents are developed in conjunction with local law enforcement officials and school district legal advisors. Discipline incidents are grouped into the categories, "fighting", "conflict indicators", "rule violations" and "attendance offenses" to assist staffs in identifying problem areas. The district school board is responsible for adopting discipline codes and sanctions.

##### B. Phase II

Phase II activities focus on data interpretation and intervention planning through in-service workshops. The Program Director designs and conducts in-service programs for

Teams on program goals, philosophy, organization, and use of program materials. This includes how to use the data collected for identifying patterns and behavior trends, as well as developing strategies to improve behavior through short or long term Action Plans. Interagency Teams are formed to provide cooperative efforts among education, law enforcement and other community agencies serving youth for purposes of developing coordinated policies.

## **V. National Program Director & Resource Sites**

### **A. National Program Director**

During the summer of 1991 NIJ appointed Robert W. Long was the SMART Program National Director to head up a nationwide program implementation.

The director is responsible for:

1. Setting priorities and maintaining program continuity and philosophy;
2. Serving as technical advisor to school systems, government agencies, and others concerned with violence and drug abuse in public schools;
3. Providing a "clearing house" for program questions;
4. Meeting with school district staffs to introduce the SMART program components, and philosophy;
5. Obtaining "Program Commitment" from superintendents;
6. Providing confidential analysis of "Safety Audit" and assisting in new safe school policy development that meets district needs;
7. Providing technical assistance in the establishment of the Incident Profile System (IPS);
8. Structuring the development of School, District and Interagency Teams;
9. Provide program materials and conduct in-service activities in data interpretation and use; and
10. Provide evaluations of implementation activities based on observations and experiences throughout the country.

### **B. Resource Sites**

In 1991, two SMART Program sites, Anaheim Union High School District, CA and the Norfolk Public Schools, VA were established as east and west coast Resource Centers, to support program activities by providing new pilot districts with some of the following "host" site services:

1. Data processing assistance for the establishment of an Incident Profile System;
2. Available personnel from the district to respond to questions;

3. Visitation sites for interested persons to discuss the program and observe functioning SMART Teams; and
4. Conference sites for program activities and program planning sessions.

## **VI. Program Sites**

### **A. From 1893 - to 1991**

More than 100 local schools nationwide (Anaheim, CA; Jacksonville, FL; Milwaukee, WI, Norfolk, VA; Prince George's County, MD; Rockford, IL; and Washington, DC) have participated in program development and implementation activities during the field testing phase. Since 1988, support for implementing and refining the program has been provided by the Safe and Drug Free School Staff in the Office of the Secretary, U.S. Department of Education.

### **B. From 1991-1994**

School districts involved in SMART Program expansion efforts from 1991 to the present includes: Chowchilla Union High School District (Chowchilla, CA), Laurel County Board of Education (London, KY), Newport News Public Schools (Newport News, VA) Tulsa Public Schools (Tulsa, OK), and Wappingers Falls Central School District (Wappingers Falls, NY).

### **C. From 1994-1995**

Phase I activities occurred in the Boston Public Schools (Boston, MS), Flour Bluff Independent School District (Corpus Christi, TX), Ft. Wayne Community Schools (Ft. Wayne, IN), Franklin Township Public Schools (Somerset, NJ), Phoenix Union High School District No. 210 (Phoenix, AZ), and the Portsmouth Public Schools, (Portsmouth, VA).

New school district requesting program implementation or information during 1995 included the Tulsa Public Schools, (Tulsa, OK), Berryessa School District, (San Jose, CA), Chesapeake Public Schools, (Chesapeake, VA), Virginia Beach Public Schools, (Virginia Beach, VA), Metropolitan Nashville Public Schools, (Nashville, TN), King Georges' County Public Schools, (Dahlgren VA) and the Eau Claire Area School District, (Eau Claire, WI). Other districts that have expressed interest in acquiring more information about the program include the Dallas Independent School District, (Dallas, TX), Souther County Boise, (Liberty, NY), Riverside County Office of Education, (Riverside, CA), and the Parma Public Schools, (Parma, OH).

## **SECTION TWO**

### **Products, Findings and Conclusions**

#### **I. Products**

**A. SMART Program Information Brochure (attached)**

A general information brochure describing the SMART Program, resource sites and how to get additional information .

**B. Resource Center Brochures (attached)**

A description of how the SMART Program operates in the Anaheim Union High School District, CA and the Norfolk Public Schools, VA.

**C. Four SMART Program Guides (attached)**

1. **Incident Profile Guide - General introduction to the SMART Program and detailed information on how to establish an Incident Profile System.**
2. **District Team Planning Guide - A guide for the leadership team at the school district office that provides suggestions, identifies responsibilities and efforts necessary to support the SMART Program.**
3. **Principal Planning Guide - A guide for the school administrative team on how to organize the school based effort to effectively utilize the SMART Program.**
4. **SMART Team Planning Guide - A guide for members of the school SMART Team that provides a philosophical base for the SMART Program, how to interpret Output Charts and develop effective Action Plans.**

**D. Rights and Responsibilities Documents (samples attached)**

Each school district implementing the SMART Program produces a revised "Rights and Responsibility" document that is consistent with program goals.

**E. Information Dissemination**

The National Program Director responded to all inquires and requests of information related to the SMART Program through telephone calls, written communications and on site visits.

## **II. Findings**

- A. The SMART system like other innovations may have had two limitations:**
- 1. The immediate or direct impact on instruction and social order is less obvious at the outset of its implementation and**
  - 2. The level of administrative and office burden, despite the system's potential impact on school organization, can be perceived as outweighing the usefulness of the data.**
- B. A difficulty in implementing an incident profile system such as SMART for school improvement is the limited experience of many school administrators in identifying and responding to behavioral data.**
- C. Superintendents and principals frequently feel a need to protect and shelter the school from public scrutiny and attack. Learning how to handle potentially volatile information is important. The data on law and discipline violations in schools can be regarded as volatile at times. The problem of handling volatile statistical information is not new. Many superintendents say: "We really don't want the answer, so we will not ask the question."**
- D. Since new school districts receive no money, staff or hardware, they have to be convinced that the program has sufficient merit to expend time and effort in program implementation.**
- E. A critical factor and a major program expense is the director's visits to various school districts to present a program orientation to a wider audience and respond to questions. That audience includes: district office staff, principals, assistant principals, teachers, parents and various members of children serving agencies in a city.**
- F. Most school districts are facing serious budget constraints, and reducing non-teaching staff and programs. This results in interested districts deciding that they are unable to devote the staff time necessary for program implementation. However, as violence increases in schools, more states are mandating the collection and reporting of behavioral data and school districts are searching for effective ways to collect data. Federal funding is essential if school districts are expected to implement a comprehensive behavioral data collection system .**

- G. Professional educators in school districts across the country tend to under report issues of serious student misbehavior and crime and**
- 1. employ a variety of unevenly evaluated delinquency prevention strategies almost at random**
  - 2. use these strategies independent of a pre-existing needs assessment or of ongoing student behavior monitoring.**
- H. Principals are unprepared to monitor the consistency of dispositions for disciplinary infractions for criminal acts meted out to students by assistant principals.**
- I. Schools are inconsistent in utilizing community youth serving agencies such as police or social services, a situation that tends to lead each agency to point to the other as part of the problem rather than part of the solution.**
- J. The lack of a reliable discipline data collection system often results in school officials relying less on law enforcement and community agencies to mediate problems in schools. Even with a good data system such as SMART, there is a hesitancy to report criminal violations to police.**
- K. The more people involved in Phase I planning, the greater the acceptance and implementation. However, it also results in a longer planning period. Full implementation of the SMART Program can take up to two years.**
- L. Once Incident Profile data are available, it takes school staffs approximately one year to comfortably and effectively use the data.**
- M. The effects of crime and violence extends beyond the victims and perpetrators to families, teachers, students, and the community. The SMART Program provides a data base that can be used by schools and the community to identify safety needs and programs that will reduce or eliminate violence.**
- N. The data can be used to make decisions about resource allocation, in-service needs, curriculum change and human relation needs. It provides ongoing information on behavior trends and the success or failure of local efforts to create a safe school and community environment.**

- O. SMART Program data generated by the Incident Profile System can establish needs, as well as provide data for program evaluation.**
- P. SMART data is a key to establishing dialog among interagency representatives.**
- Q. Action Plans tend to be positive and pro-active, rather than punitive. Principals and teachers work together to develop appropriate curricula and instructional techniques in support of one overriding goal - to improve students' academic performance by reducing conflict and better meeting the needs of students.**
- R. SMART data identifies students most disruptive to the educational process so that individual prevention/intervention plans can be developed.**
- S. SMART data identifies teachers experiencing difficulties with classroom management. In turn, local and district supervisory personnel confer and counsel on classroom organization, human relation techniques, teaching strategies and provide appropriate in-service training.**
- T. SMART Program data provides schools with accurate data on the nature of crime and discipline problems and methods to address each of these problems. This incident data gives district officials an unprecedented understanding of school-by-school and district-wide behavior problems.**
- U. Leadership and support at district and school levels are essential for program success.**

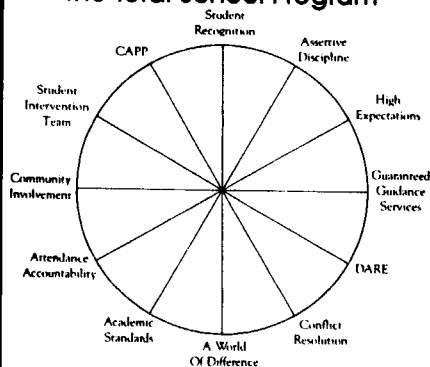
### **III. Conclusions**

- A. Time must be dedicated to identifying plausible, if unpleasant scenarios, learning how to handle them, and learning how to teach other people about them. Not collecting behavioral data in an organized manner does not alter the level of violence or discipline problems existing in a school or district. It continues the "fight fire" mentality existing in most schools.**

- B. It is clear that merely collecting data is not acceptable. That is, once behavior data are collected, how do administrators use the data? Do they respond to the problems? Do they attempt to seek out the causes and address them? Do they provide assistance to staff and students to improve the conditions of teaching and learning? In short, can schools demonstrate that they have used the data to shape effective practices and activities that have contributed to school disorder?**
- C. A design to evaluate the effectiveness of the SMART training on reducing crime, violence and disruption should be initiated. The evaluation should focus on the following questions:**
- 1. Are schools safer and drug free as a result of SMART Program efforts?**
  - 2. What strategies are effective for students disruptive to the educational process?**
  - 3. What support systems are effective for teachers experiencing difficulties with classroom management?**
  - 4. What additional data interpretation expertise is needed by SMART Teams?**
  - 5. Are successful Action Plans developed by individual schools transferable to other schools?**
  - 6. What influence has the program had on morale of the school staff?**
  - 7. What influence has the program had on students and parents concern for safety?**
  - 8. What specific cooperative efforts among the schools, law enforcement, and social service agencies have been implemented as a result of Interagency Teams concentrating efforts on problems?**
  - 9. How is incident data used by the central office in planning, budgeting, and personnel allocations?**
- D. An annual Safe School Conference for school personnel, interagency members, community members should be held to allow for networking and support during initial stages of implementation.**
- E. The issue of student misconduct, school crime and school discipline remains high on priority lists of educators, policy makers and the general public. Federal agencies such as the U. S Departments of Education and Justice need to focus on identifying and reducing violence in schools. Since most schools lack reliable discipline data collection systems, school officials rely less on law enforcement and community agencies to mediate problems in schools. The creation of solid information-sharing mechanisms such as the SMART Program will provide reliable data necessary for effective teamwork between law enforcement and social service organizations to ensure all concerned resources are brought to bear on the problems.**



## SMART Supports The Total School Program



- Targets one problem at a time using a routine planning process.
- Monitors and evaluates interventions.
- Identifies high-risk populations.
- Taps into a local network of youth-serving agencies to augment existing school resources.
- Identifies troubled students for early intervention.
- Fosters interagency cooperation, thus increasing resources for student interventions, staff training and student services.
- Improves the school's social climate by reducing fear of crime and disruption, thus enabling students' attention to be focused upon the business of education.
- Provides leadership in asserting that crime, violence and drug abuse will not be tolerated in the district's schools.
- Reduces liability by responding to patterns of incidents through routine planning.

## How can our school district get SMART?

For more information about the SMART Program write or call:

**SMART Program**  
501 Crescent Way  
Anaheim, CA 92803  
Dr. LeRoy Kellogg, Assistant Superintendent  
(714) 999-3509

## Anaheim Union High School District

### BOARD OF TRUSTEES

R.A. "Molly" McGee ..... President  
Beverly Yourstone ..... Clerk  
Joanne Stanton ..... Assistant Clerk  
Christian "Rick" Thierbach ..... Member  
Richard Lutz ..... Member  
Manuel Ontiveros ... Student Board Member  
Cynthia F. Grennan ..... Superintendent

The Anaheim Union High School District first got SMART in 1983. Coordinators in each school manage activities tailored to reduce problems of student crime and discipline.

## Anaheim Union High School District

### The Problem:

Drugs, gangs and violence  
in schools.

### The Answer:

School  
Management  
And  
Resource  
Teams



Anaheim Union High School District is designated by the U.S. Departments of Justice and Education as the West Coast Resource Site for school districts interested in implementing the SMART Program. For additional information call, (714) 999-3509.

### WHAT ARE THE BENEFITS?

An advantage of SMART is its minimal expense to school districts. The Incident Profile System is linked to the district's existing computer system. Districts using SMART have experienced the following positive outcomes:

- \* Reduction in discipline, crime, and drug problems
- \* Consistency in the collection of discipline data and dispositions
- \* Objective data to monitor and identify the nature and extent of behavior problems
- \* Shared responsibility for discipline among school staff, parents, central office, and community agencies
- \* Development of innovative solutions to problems
- \* Ability to precisely identify problems and target specific remedies
- \* Improved and concise school safety policies and procedures
- \* Accurate behavioral data for student/parent conferences

### WHAT SUPPORT DO NEW DISTRICTS RECEIVE?

The National Institute of Justice, the research and development branch of the Department of Justice in cooperation with the Department of Education, is the lead agency for SMART implementation. Assistance is available to new SMART districts. Each new district will initially receive a safety audit to examine district-wide policies and practices focusing on crime, drugs, and safety. Technical advice will be provided in adapting an incident profiling system to a computerized system. Manuals and other materials required to implement the program and in-service training will focus on team building and planning.

### FOR FURTHER INFORMATION

#### Contact:

Robert W. Long  
SMART Program Director  
4634 Mirada Way #17  
Sarasota, FL 34238  
Phone: 813-924-2416  
Fax: 813-924-2416

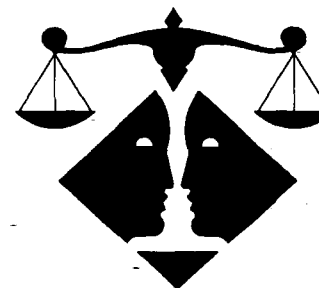
East Coast Resource Site  
Ann B. Hall, Director  
Human Relations and  
Staff Development  
Norfolk Public Schools  
Norfolk, VA 23510  
Phone: 804-441-2780  
Fax: 804-441-5298

West Coast Resource Site  
Carol Stuart, Director  
Special Programs  
Anaheim Union High School District  
Anaheim, CA 92803  
Phone: 714-999-3579  
Fax: 714-520-5741



*DISCIPLINE IS EVERYONE'S  
RESPONSIBILITY*

## The SMART Approach to School Discipline



Sponsored by:  
U.S. Department of Justice  
Office of Justice Programs  
National Institute of Justice  
U.S. Department of Education  
Office of Elementary and Secondary  
Education

## What do SMART Teams

School SMART Teams meet monthly to analyze current data such as the types, frequencies, and locations of incidents. Prevention and intervention plans are developed and revised accordingly. The District Administrative SMART Team also meets monthly to review the overall district data, looking for trends in incidents, possible problem areas in need of central office support, and cues in terms of needed policies and/or revisions. The Interagency SMART Team meets semi-annually to discuss interagency and community issues as they relate to the district data. This allows a forum for developing proactive approaches to mutual concerns.

## What are the benefits and/or outcomes of the SMART process?

### Expected outcomes included:

- clear and concise policies that are consistently enforced
- automation of data collection and reporting
- objective and specific discipline data
- cooperation between the schools, law enforcement, and social service agencies
- shared responsibilities for discipline
- support and assistance for teachers and administrators
- reduction in drug, crime and discipline problems
- more time for teaching and learning
- enhanced public image

### Unexpected benefits included:

- strengthening of the School Improvement Process
- ability to precisely identify and target specific problems
- enhancement of unified effort and team spirit
- development of vast pool of creative solutions to problems
- reduction of paperwork
- collection of informal incidents to enable a proactive approach to discipline and drug problems
- elimination of the feelings of hopelessness to discipline and drug-related problems
- application of intervention strategies by teachers prior to office referral
- creating of a chronological file of incidents for use during student/parent conferences

## What is the city and its school system like?

Located in Southeastern Virginia and occupying approximately 64 square miles, Norfolk is the major port community of Hampton Roads. Norfolk has an urban population of 276,000 and because it is home to the world's largest naval base, the population is about 20 percent military and highly transient. The economic base is comprised of military, coastal and harbor occupations, and light industry. The city is predominantly middle class, 58 percent white, 38 percent black. However, the school population is exactly opposite. Fifty-four percent of its students qualify for free- and reduced-price lunches. Median household income is \$26,813 with 15 percent of the annual household incomes under \$15,000.



## A Look at the School District

Enrollment: 36,026  
58 percent African-American/  
42 percent Caucasian and other

Schools: 37 elementary,  
8 middle,  
5 high,  
7 special facilities



### School Board of The City of Norfolk

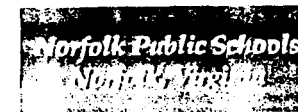
Dr. Lucy R. Wilson  
*Chairwoman*

Jean C. Bruce  
*Vice-Chairman*

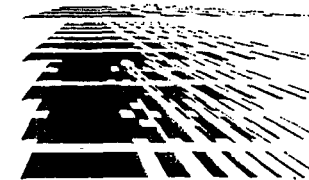
Rev. G. Wesley Hardy  
Ray H. J. Hinton  
Elizabeth C. Parkman  
Anita O. Foster  
Ulysses Turner

Dr. Gene R. Carter  
*Superintendent of Schools*  
Norfolk, Virginia

*Believe • Achieve • Succeed!*



## The SMART Approach to School Discipline



*Designated by the U. S. Departments of Justice and Education as the East Coast Resource Site for school districts interested in implementing the SMART process. For additional information call (804) 441-2780.*

***Discipline is Everyone's Responsibility***

## What is the SMART program?

SMART is the acronym for School Management and Resource Team. It is the name given to a process that allows schools, youth-serving agencies and the district SMART teams to create and maintain safe, drug-free schools by collecting specific data for strategic planning purposes. This process is designed to place leadership, responsibility and credit for management of school discipline closest to the source. The SMART program was developed through the cooperative efforts of the United States Departments of Justice and Education, Washington, D. C.

Norfolk Public Schools is entering its third year of involvement with the SMART process. Two unique features of Norfolk Public Schools' SMART model include the involvement of elementary, middle and senior high schools and a mentoring training model for expanding SMART to each school in the district. SMART is not an "add-on" program, but rather is implemented as a strategy within the context of the school improvement process.

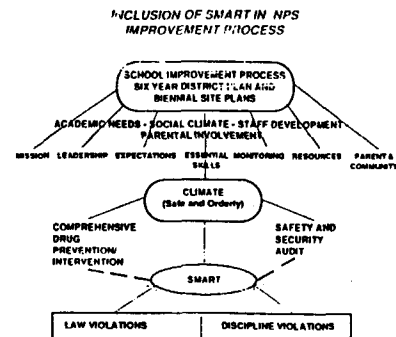
## Why is SMART part of Norfolk Public Schools?

In 1981, Norfolk Public Schools developed its School Improvement Model based on the research of the late Ron Edwards and associates. The correlate "Safe and Orderly Climate" was the vehicle for infusing the SMART process into the district's school improvement plan. School climate was considered a top priority because of its impact on the instructional program, student and staff morale, and public image. There was a growing concern for the social and economic changes occurring within the Norfolk area. These had begun manifesting themselves within the schools and neighborhoods in the forms of an

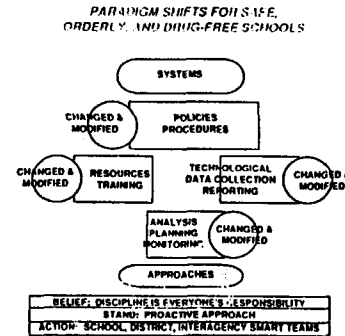
increase in volatile and disruptive behaviors such as drug abuse, fighting, and inappropriate student behavior.

## How is SMART included in Norfolk Public Schools' School Improvement Process?

Following a security audit, teacher satisfaction survey, and a discipline task force study, the department of human relations, staff development and student affairs, along with the department of pupil personnel, contacted representatives of the SMART program. With the assistance and support of the United States Departments of Justice and Education, the SMART process was piloted in eight schools (two high, three middle, and three elementary schools) as a strategy for improving school climate.



The implementation of the SMART process necessitated the paradigm shifts which are depicted below.



## How was the SMART process implemented?

The department of management information systems worked closely with representatives from the U. S. Departments of Justice and Education to develop SMART software that would interface with the school system's existing data base. Concurrently, committees developed a new incident referral form, codes for incident categories and dispositions, and revised discipline policies and regulations.

Each pilot school formed an eight-to-ten member SMART Team which included the principal, the drug education sponsor, the dean of students (where applicable), and a representative group of the staff. A District Administrative SMART Team

was established and included the Deputy Superintendent, Assistant Superintendents of Elementary, Middle and Senior High Schools, Director of Human Relations, Staff Development and Student Affairs, and the Director of Pupil Personnel. At the outset of the second year, the Supervisor of Alcohol and Other Drugs was added to the team. An interagency SMART Team was also created consisting of representatives from youth agencies, city and community health attorneys, police department, schools, teacher associations and parents.

## What about training?

Because Norfolk Public Schools had been involved for a decade in a team approach to school improvement, the SMART team training provided an opportunity to refine existing skills. The SMART representatives from the U. S. Departments of Justice worked cooperatively with Norfolk Public Schools' staff development department to provide training for SMART teams. Topics included: in-depth training in the SMART process, data collection, monitoring and planning, and discipline techniques for chronic conflict resolution, and strategies for handling aggressive behaviors. A variety of approaches which included large and small group workshops at a district level, on-site team visits, and individual technical training sessions. In addition, support meetings with the principals and school SMART coordinators are on-going, along with technical assistance as needed.

After a year's experience in the SMART process (entering data, conducting meetings, analyzing data and developing plans), the pilot school teams were trained to mentor other schools in the SMART process. This mentoring partnership allows new SMART schools a broad base of support ranging from on-site technical assistance to visitations and observation of mentor team meetings. Extensive networking among the schools is mutually beneficial.

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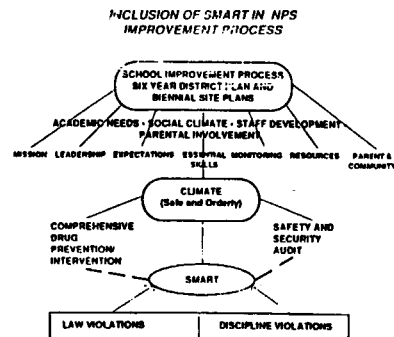
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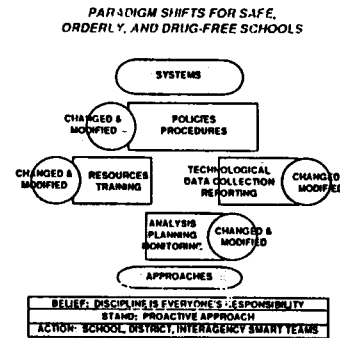
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